DOCUMENT RESUME

ED 181 191 CE 023 463

AUTHOR	Loring, Rosalind K.
TITLE	Women and Their Preparation for Professional and Managerial Careers. Information Series No. 168.
INSTITUTION	ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.: Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	79
CONTRACT	400-76-0122
NOTE	73p.
AVAILABLE FROM	National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($4.50)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Affirmative Action; Child Care; *Counseling; *Educational Programs; *Equal Opportunities (Jobs); Females; Financial Support; Government Role; Information Centers; Job Placement; Job Skills; Management Education; *Managerial Occupations; Professional Associations; *Professional Occupations; Program Costs; Role Models; Sex Discrimination; Skill Analysis; *Working Women
IDENTIFIERS	Flexible Time; *Professional Women; *Support Systems

ABSTRACT

This report presents issues which have been identified as affecting the preparation of women for professional and managerial careers. Issues examined in the first section, counseling, are educational and psychological skills; assessment of skills, abilities, opportunities, and realities; specialization for professional positions; assessment of bias and discrimination, costs versus benefits, and upward mobility; and using role models, linkages, networks, "old girl" systems, and mentors. Areas covered in the next section, educational programs, include management training, general college programs, methodology, financing education for and by women; government program, and professional organizations. Issues discussed in the third section, support systems, are information center, child care, financial aids, placement centers, flexible time, and equal employment opportunity/affirmative action. Finally, a list of recommendations for future action aiding working women is provided. Appended materials include a list of professional women's groups and major findings of an American Association of University Women (AAUW) survey on the status of women in higher education. (CT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181191

Information Series No. 168

WOMEN AND THEIR PREPARATION FOR PROFESSIONAL AND MANAGERIAL CAREERS

written by

Rosalind K. Loring
University of Southern California

The ERIC Clearinghouse on Adult, Career, and Vocational Education
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1979

CE 023 463

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FUNDING INFORMATION

Project Title:	ERIC Clearinghouse on Adult, Career, and Vocational Education
Contract Number:	NIE-C-400-76-0122
Educational Act Under Which the Funds were Administered:	Sec. 405 of the General Education Provisions Act, 20 U.S. Code 1221e, (PL 92-318) As amended by PL 93-380 and PL 94-482
Source of Contract:	Department of Health, Education, and Welfare National Institute of Education Washington, D.C.
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio
Project Director:	Marla Peterson
Disclaimer:	This publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to freely express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance." The ERIC Clearinghouse Project, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must comply with these laws.

This publication was prepared with funding from the National Institute of Education, U.S. Department of Health, Education, and Welfare under Contract No. NIE-C-400-76-0122. The opinions expressed in this report do not necessarily reflect the position or policies of NIE or HEW.

FOREWORD

The Educational Resources Information Center on Adult, Career, and Vocational Education (ERIC/CE) is one of sixteen clearinghouses in a nationwide information system that is funded by the National Institute of Education. One of the functions of the Clearinghouse is to interpret the literature that is entered in the ERIC data base. This paper should be of particular interest to college and university teachers, continuing education teachers and administrators, and professional association personnel.

The profession is indebted to Rosalind K. Loring for her effort in the preparation of this paper. Recognition also is due Virginia O'Leary, American Psychological Association; Paula Greenfield, University of Texas; and Novella Ross, the National Center for Research in Vocational Education, for their critical review of the manuscript prior to its final revision and publication. Robert D. Bhaerman, Assistant Director for Career Education at the ERIC Clearinghouse on Adult, Career, and Vocational Education, coordinated the publication's development. Sharon Pinkham and Cathy Thompson assisted in the editing of the manuscript and Cathy Kendall typed the final draft.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

ABSTRACT

This report presents issues which have been identified as affecting the preparation of women for professional and managerial careers. Issues examined in the first section, counseling, are educational and psychological skills; assessment of skills, abilities, opportunities, and realities; specialization for professional positions; assessment of bias and discrimination, costs versus benefits, and upward mobility; and using role models, linkages, networks, "old girl" systems, and mentors. Areas covered in the next section, educational programs, include management training, general college programs, methodology, financing education for and by women; government programs, and professional organizations. Issues discussed in the third section, support systems, are information centers, child care, financial aids, placement centers, flexible time, and equal employment opportunity/affirmative action. Finally, a list of recommendations for future action aiding working women is provided. Appended materials include a list of professional women's groups and major findings of an American Association of University Women (AAUW) survey on the status of women in higher education. (CT)

DESC::Affirmative Action; Child Care; *Counseling; *Equal Opportunities (Jobs); *Educational Programs; Financial Support; Government Role; Information Centers; Job Skills; Management Education; *Managerial Occupations; Job Placement; Professional Associations; *Professional Occupations; Program Costs; Role Models; Sex Discrimination; Skill Analysis; *Working Women; Females

IDEN::*Professional Women; *Support Systems; Flexible Time

ACKNOWLEDGEMENTS

Two able assistants provided extraordinary support in locating, reading, and rating for appropriateness the diversity of sources used in the preparation of this paper. They are Karen Kennedy, coordinator for student life at Loyola Marymount University in Los Angeles and Mary L. Eberle, formerly a research and teaching assistant at the University of Southern California. Of great assistance during the latter stages of preparation were Betsy Holland Gehman and my administrative assistant, Cathy Flowers. I also owe a tremendous debt to Sharon Pinkham, of the National Center for Research in Vocational Education, for her help in the final preparation and editing of the manuscript.

CONTENTS

INTRODUCTION	1
BUILDING THE BASES FOR THIS REPORT	2
MAJOR ISSUES INVOLVED	8
COUNSELING	8
EDUCATIONAL AND PSYCHOLOGICAL SKILLS	10
ASSESSMENT OF SKILLS, ABILITIES, OPPORTUNITIES, AND REALITIES	11
SPECIALIZATION FOR PROFESSIONAL POSITIONS	14
ASSESSMENT OF BIAS AND DISCRIMINATION	15
ASSESSMENT OF COSTS VS. BENEFITS	17
ASSESSMENT OF UPWARD MOBILITY	18
USING ROLE MODELS, LINKAGES, NETWORKS, "OLD GIRL" SYSTEMS, AND MENTORS	19
EDUCATIONAL PROGRAMS	23
MANAGEMENT TRAINING	24
GENERAL COLLEGE PROGRAMS	27
METHODOLOGY	29
FINANCING EDUCATION FOR AND BY WOMEN	29
GOVERNMENT PROGRAMS	31
PROFESSIONAL ORGANIZATIONS	32

SUPPORT SYSTEMS 32

INFORMATION CENTERS 33
CHILD CARE 34
FINANCIAL AIDS 34
PLACEMENT CENTERS 35
FLEXIBLE TIME 35
EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION 35

RECOMMENDATIONS 36

APPENDIXES 40

PROFESSIONAL WOMEN'S GROUPS 40
AAUW SURVEY ON STATUS OF WOMEN IN HIGHER EDUCATION: MAJOR FINDINGS 52

REFERENCES

INTRODUCTION

The practice of women fulfilling managerial and professional roles is surely no longer new. Newspapers daily report the growth in the numbers of women who are finding suitable, satisfying occupations in these fields. From the beginning of legislation for equal pay for equal work and other equal employment opportunities, there has been a conviction that women would be moving in growing numbers into higher ranks. From the early days of this century, the women's suffrage movement made considerable progress. By the time of the 1960s legislation, women actually comprised small but recognizable percentages of employees in a number of fields. From engineering to law to such traditional professions for women as nursing and teaching, the range of participation varied. However, at least it had been proved that women *could* fulfill the functions of manager of an accounting office, editor of a newspaper, or president of a college.

By 1979, one would expect that this report of the issues and the steps necessary to prepare women for managerial and professional careers would be a status report of some magnitude. One would expect, too, that the growing numbers of women in these fields would have been surveyed and researched regarding their needs and the proven methods of achieving success. Unfortunately, such is not the case. The number of research studies on professional women has been disappointingly small.

BUILDING THE BASES FOR THIS REPORT

In 1978, women in professional and technical occupations represented 15.6 percent of all employed women (U.S. Department of Labor, Bureau of Labor Statistics, Employment and Earnings, January, 1979). This current quest for equality by women has thus far produced a percentage increase in the number of women managers from 5 percent of all women in the work force to 6.1 percent in 1978 (U.S. Department of Labor, Bureau of Labor Statistics, Employment and Earnings, January, 1979). In some of the professions, there actually seems to be a decline. Statistics on women in higher education reflect the status of women in other fields:

FACULTY JOBS HELD BY WOMEN IN 1978

Tenured: (highest ranking)

Full professor	8%
Associate professor	16%
Assistant professor	28%

Untenured: (lowest ranking)

Instructor	49%
Lecturer	37%
Nonteaching	43%

Administrative Jobs Held by Women:

President	6%
Chief Academic Officer	12%
Chief Business Officer	5%
Chief Development Officer	8%

(Source: Data from April, 1978 American Association of University Women survey, cited in *Working Woman*, August, 1979.)

Certainly there have been periodic flurries of activity, and there are more educational programs (including management training) for women at the present time. Some businesses and universities are stressing the importance of searching for "qualified" women to fill their ranks as junior executives or junior professors. Nevertheless, with all the publicity, the actual number of women at the top who are in positions of responsibility and influence remains exceedingly small.

Accompanying this phenomenon is the fact that there has been relatively little research to assist women in securing positions of these types. Most of the research about women concentrates on issues of awareness, understanding of the problems, identifying blocks to progress, and dealing with "the enemy." Of the potential areas which are useful to women as they search for ways to achieve entry and upward mobility, counseling alone has been researched indepth and has provided substantial, well-documented material over the last dozen years. Yet, even there, the concentration is more on getting women into the work force and providing them with a firmer self-concept than on mechanisms for success in the professions and in management. Suprisingly, those colleges and universities that have been quite active in providing training programs (especially in extension or continuing education divisions) have contributed little research in terms of the actual success of such programs. Other support systems have been researched rarely except to indicate the dimensions needed for support.

Fortunately, we are beginning to see a growing amount of data accumulated. Even here, statistical reports and equal employment opportunity studies tend to concentrate more on employment and support for average women who are still, for the most part, in clerical, sales, nursing, farm, and factory positions. The policies of government and of large national women's organizations utilize their limited resources in behalf of lower income and less well-educated women in the places where the greatest number of positions are to be found. Only a few national groups, such as those affiliated with higher education, have women's caucuses or women's projects with a modicum of funding targeted for women aspiring to higher income career positions.

The situation, of course, is different when one speaks of women in higher education, since women have been department

heads, deans, and even college presidents throughout this century. The diminishing number of women in these roles is due to another set of difficulties. These difficulties revolve around the basic issue of the amount of social change which is tolerable to both the people who would bring it about and those who would be the recipients. An entire generation of social psychologists has devoted much time to writing about the effects of change. Unfortunately, they have not yet applied their work in the meaning of multiple change to the difficulty of women in these fields. The actuality of social change is, of course, familiar. Within the last decade or two, enormous changes in the fabric of our society have occurred, beginning with the civil rights movement, the women's movement, and now the senior citizens and handicapped movements. Hence, many question the amounts of change which can be successfully dealt with before stress on individuals and organizations becomes intolerable. They fear that the system will become overloaded, inevitably leading to breakdown or total failure. No one really knows how much stress we can take, but an awareness of its presence and dangers must be a major factor (though often unexpressed) in adequately preparing women for entry into unfamiliar realms.

The following material is intended as an "interim report" on an area which is evolving but which should not be considered as having yet reached the stage where a "final report" is possible. I have summarized those issues which to date have been identified as affecting the preparation of women for professional and managerial careers. I also have presented, in brief fashion, some of the materials which are currently accessible to a variety of users. The scarcity of the research has markedly affected the content of the materials reported. Unfortunately, much that has been written about the preparation of women for managerial and professional positions is not the result of research but rather of observation. Much which is known about the preparation of women has resided either in the files of the agencies which sponsor such activities. The individual concerned about the status of this field will find that most material in the popular press compounds the problem by reporting selective examples as norms rather than as occasional occurrences.

Concurrently, I should note that there are a number of interesting theories in various stages of development which

may in time be of assistance in the preparation of women for managerial and professional positions but which have not been sufficiently developed to be fully described here. An example is the theory of the "stranger," that is, the new person entering a group whose very "differentness" challenges what is known and familiar. According to this theory, the "stranger" is the object of close observation by the established group who are unable, based upon their own set of agreed upon norms, to predict the stranger's behavior. Although this sociological reaction has been observed in an array of situations from economic to cultural, I believe that women entering the professional marketplace today face much of the same "otherness" treatment, although their *real need* is for acceptance and guidance. The rate of acceptance of women into the mainstream of management and the professions has been disappointing. While this is undoubtedly due to many causes, one major factor is the absence of operational understanding between the male-dominated, business/professional establishment and the new type of woman seeking to enter this domain.

Goffman (1959) suggested that the ways in which women present themselves to the world (and, hence, to fellow workers) are different from that of men. Women themselves are unsure of whether they should attempt to be as much like men as possible. We are currently seeing a spate of books on how to dress for success in the office. The very difference in the tonal quality of a woman's voice brings about uneasiness in both men and women when women take on a role in which people have associated an "authoritative" male voice with leadership in that position.

As the raised expectations of women impel them into previously male-only occupations, we hope increasingly varied materials will emerge. Indeed, there are a growing number of publishers who are finding this field to be substantial. As yet, there is little collaboration among authors, researchers, funders, and publishers. Here, as elsewhere, women and reporters of women's activities tend to act as individuals. Collaborative ventures are just beginning. Fortunately, the Women's Equity Act is being carried out with vigor; new publications are appearing under its sponsorship. The Women's Bureau of the Department of Labor continues to issue data. The federal government's Intergovernmental Agency is attempting to coordinate the government's efforts

related to women. A few organizations such as the Business and Professional Women and the Association of American Colleges are attempting both research and access for women. Undoubtedly these efforts will motivate more research. The enormous interest in the subject points to an optimistic future for research in this area.

In spite of the increasing flow of communication relating to the highly-specialized working woman, the preparation of women has been unsystematic up to this point. There are neither government recommendations nor sufficient evidence to support specific plans. The amount of deliberate planning to assist women in their professional preparation has occurred only within the past decade. The observations and changes reported here date primarily from 1970; hence, they represent an assessment of a very short time period. Furthermore, although the concept of preparation implies educational activity, even the institutions which provide such preparation regard the activities as too new to be stabilized. Many have not yet been formally accepted into the regular curricula. The majority of programs are primarily in the nontraditional units of institutions (i.e., university extension or continuing education divisions) rather than in schools of business or departments of psychology. Courses about women in the professions are sparsely located; they are the exceptions rather than the rule and have only recently appeared in the curricula of most institutions. Born primarily in the 1960s, programs for women attempted to follow much the same methodology as that employed in programs for minority groups. Since there are great differences as well as similarities between these groups, programs for women based on minority group goals and methodology have not always been successful.

There are, incidentally, indications that some of the courses developed "especially for women" have been extended to men -- and found equally useful to them. In fact, some changes in bureaucracies which women have introduced have benefited all students. Many management courses for women have been adapted from courses which were developed originally with the unwritten (but understood) premise that students would be men. In some cases, women have complained that there was a lack of understanding of their needs in such courses or that their participation seemed somehow "inappropriate."

In other instances we discovered that some activities which we had thought were sex-based have been found to be generalized "employee" or "professional" or "managerial" behavior.

The basic variables of geographic location, institutional size, and personal economic situations also enters into the approaches to the preparation of women. For the past decade or more, the east and west coasts (with some major metropolitan areas in between) have been the major centers for development. Now the movement of academic women throughout the country and the presence of mass media seem to be changing this. Preparation programs are developing in every region. The fact that women in managerial and professional positions comprise only 6.1 percent of the total number of women in the work force indicates that we are dealing with individual differences and capabilities as much as with sub-group traits. Since most reporting about provision of training is made by educational institutions, we are minus information regarding a range of extraordinarily creative, individually-sponsored learning opportunities. Not included here (simple because such information is not generally available) are the substantial contributions made by the women's caucuses, sub-groups of various professional associations, and training programs provided by business and industry. Again, a contribution to the entire field has occurred as women have filled the gaps by preparing learning opportunities for themselves and others. Women in Business in Los Angeles is one such group. Subsequently, many of these developments have been fitted into the curricula of both "regular" and "extension" offerings of higher education institutions. At best, the accounting of how, when, where, and under whose auspices the critical support needs and curricula are provided is incomplete. It seems likely, however, that when the history of this period is written, programs to prepare women for professional management careers will occupy an important place in the larger framework of continuing education.

MAJOR ISSUES INVOLVED

Although much of the following material overlaps, the overall issues to be considered in preparing women for management roles can be divided into three major categories: (1) counseling, (2) educational programs, and (3) support systems. It must be noted than in none of these categories alone can we expect major changes in the immediate future, and the problems in each area cannot be dealt with successfully in isolation from the others. A deep commitment to education as a way of providing for mobility must not obscure the fact that while education plays a major role, other parts of the environment are equally crucial in preparing women for management and professional careers. Legal action and legislation are also needed to help women take their rightful place in management and the professions.

COUNSELING

The needs of women *qua* women has been one of the most thoroughly explored aspects of preparation. It should be noted that women professionals have provided empathy in ways which have made it possible for women to help each other.

Counseling has been documented as the key to wise decision-making. In fact, few training programs ignore this vital aspect of career development. The ability to recognize goals, to identify one's strengths and weaknesses, and to gain knowledge of alternative careers -- all are accessible via counseling. Because these particular issues have as their base the social environment in which women attempt to enter professional life, much can be accomplished in group settings. Because of the locale of counseling, data collection is possible and, therefore, likely to be available. Interestingly, the field of counseling is better organized, provides more publications, and has one of the largest professional associations. The American Personnel Guidance Association

and its various sub-groups have been an important resource in providing better preparation for women.

Through the creation of women's centers, many colleges and universities provide career, educational, and personal counseling as well as courses. The Project on the Status and Education of Women (Sandler, 1975) published a list of 600 such centers. Topics dealt with at these centers range from abortion and health questions to goals and identity. Some are staffed by professionals, some by volunteers. Some are free, some charge fees. Many are located on campuses and are available to working women. In addition to meeting immediate needs for counseling or classes, such centers offer moral support and encouragement from a group of women with similar problems.

Moreover, a number of non-governmental organizations have developed useful projects which provide counseling, assessment of women's prior learning, and patterns for developing personal direction. National professional organizations such as the National University Extension Association and the Adult Education Association of America also have developed programs of great diversity.

In the literature available about the preparation of women for careers, the largest amount by far is devoted to counseling. More research is available here than in the other aspects of preparation. Inevitably, every program for women begins with the recognition of the need for help in covering areas where there are the following gaps:

- Informational -- regarding the resources available to assist in choosing a career field or locating appropriate additional education
- Analytical -- regarding personal capabilities, aptitudes, and interests
- Psychological -- regarding feelings of success, worthiness, or relationships with family, friends, and associates
- Social -- regarding women's roles and reactions along with society's impact

Obviously, these four major areas overlap in any counseling program. The ability to utilize information depends in large part upon one's own feelings of success and worthiness, while anger at the social issues related to women's roles may well interfere. Similarly, the ability to be analytical about one's personal capabilities and aptitudes interfaces with the recongition of the complexity of counseling processes. Thus, the following kinds of skills and situational needs have been identified, along with measuring the effectiveness of the process through testing the ability of the counselee to acquire new knowledge, fresh skills, and a more sophisticated view of both potential and progress. Some of the concepts in this section rarely have been dealt with by women, for example, an assessment of the real cost versus the perceived benefits in professional and managerial positions. Some are fairly familiar, for example, the use of role models. They are included here because they may help to frame a more comprehensive program.

EDUCATIONAL AND PSYCHOLOGICAL SKILLS

Change, both societal and attitudinal, undoubtedly influences women's expectations and men's acceptance of women in positions formerly the exclusive province of men. Such changes indicate the need for counseling and education in the widest sense. They affect women and men equally.

Counseling particulary must play an important role in making both sexes more comfortable with the changes that are inevitable in our present society. Schlossberg (1974) noted that women need special help in raising their aspiration levels. She contended that the counselor should become involved in social activism aimed at changing the system that limits opportunities for women. Both Hodges and Nelson (Schlossberg, 1974) suggested that psychological barriers created by both men and women may be more resistant to change than are legal barriers. We need only to look at the long and bitter struggle over passage of the Equal Rights Amendment to corroborate these findings.

Nelson noted optimistically that changes in traditional attitudes over the last few decades have been reflected in the design and interpretation of psychological research. Prior to 1970, the research indicated that many research

studies of career interest in women were pessimistic and over-emphasized unfavorable personal characteristics of career-oriented women. Current research reappraises serious professional commitment in women and discusses their economic and social roles while also reevaluating earlier stereotypic concepts of male/female sex roles. Bardwick and Douvan (1976) indicated that women, like all other people, will progress in leadership to the extent that they are able to give up hostility, since hostile behavior provokes defensive behavior from those who are attacked. They noted that assertive behavior is objective, impersonal, and directed toward problem-solving.

Education, in the form of training of counselors to work with men and women and in direct training of women in specific behavioral and technical skills, is attempting to provide women with better preparation for the tasks and roles they seek. However, it is at the counseling stage that openness to change most often is developed.

As an example of current efforts in hands-on counseling, Barka (1978) reported on a career development program initiated by the National Council of Negro Women. The program is directed toward upgrading participants' present job situations and is composed of minority women in leadership positions. The council meets with students who are close to finishing the associate degree program and who are well advanced in defining their goals. Since council members represent specialized groups from business and industry, they also serve as a network of contacts for the students and encourage them to use their firms as resources for term papers. Areas covered include sociology, psychology, human relations, marketing, and management. To further socialize the students' exposure to persons already established in professional and managerial jobs, lunchtime mini-workshops are offered.

ASSESSMENT OF SKILLS, ABILITIES, OPPORTUNITIES, AND REALITIES

The planned preparation of women to date has consisted most often of counseling by assessment of current work opportunities and conditions. Yet, individual assessment of one's own capabilities and options begins early and continues throughout life. Obviously, since the imprint

of early counseling affects decisions, successive efforts to redirect one's activities become even more strenuous.

Terborg (1976) indicated that counseling given to females who were denied entry into medical school was different from that given to males in the same situation. Men were encouraged to apply to other schools or consider a related Ph.D. program. Women were warned of the difficulties that would lie ahead if they chose to persist in medicine; they were encouraged to change their career aspirations.

Patterson and Sells (1973) suggested that vocational counselors have had very little impact on women's lives for a variety of reasons. Becuase they lack accurate information on societal changes, they often do not prepare young women to face job discrimination. The researchers felt that waiting until students start high school is too late to begin vocational counseling since it is attempted after many young women become oriented to sex-stereotyped roles. The researchers' conclusion suggested that more effective counseling should begin in the earliest grades in order to foster the development of prosocial agression and predispose girls to thinking in career terms.

Similarly, Bardwick and Douvan (1976) found that individuals in organizations (thus organizations themselves) are often guided by misinformation and unconscious stereotypes. Therefore, likely to behave in ways which elicit the stereotyped behavior. As a result, a woman's behavior can be greatly affected by a stereotype whether she yields to it or resists it. In recognition of this, a number of consultants have developed programs which provide counseling to management regarding company policies and procedures as they affect women in the organization.

Few counselors use the operative word "options" in planning and preparing young women for wider career choices and areas of work. According to Tobias (1978), women are predestined to study certain subjects and pursue certain occupations not only because these areas are considered "feminine," but because young women are not socialized to study math. The avoidance of math -- often with the support of the counselor -- is sometimes the filter through which many women assess their capabilities in higher paying jobs and upper level career options. Thus, women are effectively removed from competition for jobs in entire areas of work, including the sciences, research engineering, and other

math-related careers.

Echternacht and Hussein (1974) found that among the 10,515 women registering for the Admission Test for Graduate Study in Business, 50 percent felt that women were counseled into fields that are "suitable for women," 71 percent expected to find very few women faculty members, and 73 percent supported the observation that there are not many women administrators in business schools. Most of the women perceived graduate schools to be structured *for* men and *by* men, and they expected to be discouraged in their pursuit of higher education.

Farmer (1975) reported a curriculum designed to expand college women's awareness of nontraditional careers. Useful for either a three-day workshop or as part of a college or continuing education program, the curriculum included a game that indicated whether participants see themselves in socially acceptable career roles for women. The game included a sensitivity section dealing with change and a section for men and women which gave a realistic view of various attitudes which may inhibit women's career aspirations. Role playing, questionnaires, and discussion suggestions enriched the curriculum.

Other types of assessment, often undocumented, echo the sociologist Etzioni (1972), who asked whether women "all end up dashing to work in a competitive world, seeking some elusive status and measuring their success against their take-home pay, to finally collapse at the end of the day in aneurotic exhaustion, using liquor and the television set as psychiatric first aid for winding down?" (p. 441). According to Lenz (1976), there are women who view the upper level of business, industry, and the professions as "Ulcerland" and want none of it. Women who feel this way, Lenz suggested, enjoy the traditional jobs for their specific advantages of briefer training periods, less competition, and more flexible time arrangements.

For women who are assessing the value of higher level jobs, Lenz viewed the traditional job as a viable means of entry for the ambitious. She indicated that once women get their "foot in the door," they should lose no time in learning all they can about the company. They should enroll in management courses and upgrade their skills. Where once the smaller companies offered more advancement opportunities,

Lenz noted that a number of large corporations are finding talented managers in the secretarial pool and advancing them at a rapid pace.

The woman who opts for a professional or managerial career is, in the final analysis, responsible for entering the field of her choice ready to evaluate not only her own capabilities for the job but the climate of the organization. It means commitment by oneself as well as management. (Loring, 1976b). Women are, therefore, urged to take a defensive role in selecting a work setting that will ensure the most fertile soil and the best balance of human and technological resources. Assuming that the woman considering a managerial career has the necessary skills, abilities, experience, and attitudes, the choice of where to invest her talents ultimately rests with her alone.

SPECIALIZATION FOR PROFESSIONAL POSITIONS

Women have begun to understand the need for specialization as a stepping stone in their careers. In the public health sector, for example, with additional training, the career worker can move from laboratory assistant to radiation protection specialist. *Business Week Magazine* (1977) outlined the program conducted by Simmons College in Boston for the middle-level bank manager who is trapped by her lack of education and/or her age. Designed for the National Association of Bank Women, the three-year course is certified with a bachelor's degree in business. Typically, the course offers 128 credits which may include thirty credits of management institutes. The NABW subcontracted the same course to other colleges throughout the country to allow students to take the course close to their own homes. Mundelein College in Chicago, Florida State University, and Claremont College in California offer the degree program.

Specialization, increasingly a hallmark of our society, has two built-in needs that counselors must be aware of, namely, how one discovers the area of specialization that is most suitable and where to go to be trained most advantageously. Failure of women to achieve the degree of specialization necessary to successful fulfillment of full potential has been blamed on admissions officers as well as college counselors.

In order to make up for these deficiencies, it is essential that counselors become informed about current employment needs and training opportunities, especially in highly specialized areas. At the same time, women must become more aggressive in seeking out specialized training. They must assess their skills realistically and learn to plan adequately for their own professional advancement.

Terborg (1976) warned lack of experienced women managers forces organizations to instigate "crash" programs in management development. Unfortunately, these programs often do nothing more than place a reasonably bright woman in management, regardless of her experience or training. Such token placement of unqualified women will have effects on the woman's own personal system and on other components of the larger system. Resentment and withholding of technical and emotional support may result, as well as possible direct attempts to assure her failure. Her high visibility will most likely magnify any mistake she makes. Terborg concluded that almost no research to date has focused on the consquences to the woman and her colleagues of a mismatch between the woman's skills, abilities, experiences, and the requirements of the job in which she is placed. As pointed out in an article in *Business World* (1978), when women interview for a job they often use the general term manager; they need to adopt direct goals based on a specific skill.

ASSESSMENT OF BIAS AND DISCRIMINATION

According to a 1979 report entitled *Women in Management*, women remain drastically underrepresented in top management jobs, reflecting the fact that they still are not in key decision-making positions. The power still is almost wholly vested with men. Women comprise only 6 percent of all mid-level managers and hold only 1 percent of the highest ranking executive jobs, according to Mitchell (1978). Salaries of women managers are substantially lower than men's. Only 3 percent of those managers and administrators making over $25,000 per year are women, according to data from U.S. Department of Commerce (1978). This disparity is undoubtedly due in part to women's concentration in the lower levels of management and their tendency to work for government and non-profit organizations. However, discriminatory factors also appear to be operating.

Significant representation of women at all levels of management is unlikely to occur for some time, since it will take women studying to be managers -- and those in entry-level positions -- several years to acquire the experience necessary for top management jobs.

Even acquiring these experiences and developing self-images consistent with management jobs does not guarantee women entry into these jobs, according to Terborg (1976). For a long time, no counseling dealt with those occasions when most men assumed that any woman at a business meeting was a secretary. A woman executive often had to announce who she was. She had no implicit status and had difficulty exerting authority (Gordon and Strober, 1975).

Community values often discourage women from working at all, and some women encounter outright hostility if they do. According to Hennig (1974), many women feel unfeminine and guilty about success. Horner (1971), went even further. She believes that women have a fear of success, because of real and/or imagined societal reprisals. Although her theory has been refuted by others, nevertheless, the concept has lingered in the minds of many women and their employers. Again, Gordon and Strober (1975) also noted that male managers must be taught how to motivate women in order to help them recognize and attain their goals. In particular, male performance evaluators need to provide honest feedback to women. Men who try to be nice without being honest often deal a death blow to a woman's career development. The researchers recommended that men who do career counseling for women need to be made aware of a typical pitfall, that is, women in organizations frequently get "trapped" in staff specialist positions and do not get the general management experience, the line experience, they need to reach top management levels. Little counseling has been available regarding the realities of community and work place practices which eventually impinge on career options. Rosen and Jerdee (1974) surveyed corporate leaders on managerial decisions and reported that many employees received both personal and career counseling from supervisors. However, another fact emerged. Too frequently career counseling for men was vastly different from that for women. Gordon and Strober (1975) stressed that where women are given higher-level administrative jobs, these often do not lead to top management posts but rather to ancillary routes that may be dead ends. They noted that

women have not had access to the same reward structure that men have. This situation is as much a cause of their low participation and productivity in the professions as is the discrimination which bars them.

The challenge for women who desire it is to move upward in spite of the stereotypes and to deal with whatever negative self-concepts they may have developed. They also need to overcome traditional male attitudes toward women at the professional and managerial levels which continue to block change (Orth and Jacobs, 1971). In order for women to plan their career goals more effectively, remedial counseling often is needed. Recent training of counselors for adults, especially those conducted in personnel relations offices, have begun to turn the climate of the organization into a place where expectations and realities are most closely synchronized.

ASSESSMENT OF COSTS VS. BENEFITS

Approaching both financial and psychological costs, Bardwick and Douvan (1976) pointed out that for women with children, the practical problems of managing two major life commitments are most salient and pressing. They warned that when unemployment is high, it is not easy to find employers willing to adapt to a mother's needs. The researchers suggested that the period of heavy responsibilities in child-rearing is relatively short but that it can produce long-term personal gains -- if it is not regarded as a loss of opportunity. They indicated that, even though a woman may not be employed outside the home during this time, involvement with her children and in her community can directly benefit her professional interests. A woman can stay professionally "alive" during this time by volunteering in either professional or non-professional roles by working free-lance or on a work-at-home basis. They noted that contributing professional skills without pay may be damaging to one's ego, but it does provide irreplaceable experience, helps to maintain skills, and can be instrumental in establishing professional contacts and opening channels for reentry into the job market in the future. The important thing is to regard such activities as truly professional experiences and incorporate them into professional life planning.

Hegyi (1978) counseled those who are looking at educational

programs as a means of achieving a place at the top to "cost out" the experience in a most businesslike manner; to analyze the expected costs in terms of tuition, living expenses, lost earnings, and the like; and to list the expected returns in terms of higher salaries, promotions, and greater responsibility.

ASSESSMENT OF UPWARD MOBILITY

Loring (1976a) found that there are more women today than a decade ago in middle management who will soon be prepared by experience, education, and social attitude to take on more complicated tasks in their professions. For those already in mid-career, one problem is when to seek a promotion. Greco (1975) stated that "unavailable promotions" are one of the primary causes for people to decide to make job changes. Knowledge of the job market, range of compensation, and needed qualifications are prerequisites to the decision to request a promotion. A woman's readiness to assume new responsibilities and the organization's capacity for promotion are crucial. It may come down to a choice of moving up, on, or out.

If the choice is to move up, a woman often finds that the appropriate educational credentials are crucial. For a variety of reasons, including the scarcity of women in management, the special problems women in management face, and the competitive nature of the managerial job market, it is widely agreed that the MBA degree is the best preparation for a successful management career. Women particularly need the "extra edge" which the MBA gives them (Endicott, 1977; Fowler, 1977; Williams, 1975). This is reflected in the fact that approximately 25 percent of the students currently pursuing the master's degree in Business Administration are women, according to both Grant (1977) and Robertson (1978). The demand currently is high for women MBAs. However, due to overcrowding, it may not be as high in the future. Although a man can more easily enter a management training program while working at night for his MBA, women are more likely to be relegated to clerical positions while working for theirs (Fowler, 1977).

Banking Magazine (1977) noted that the path upward has been only slightly easier for women bankers than professionals in other fields. They report that according to the American

Bankers Association, women make up 62 percent of the work force in the forty-nine top banks but hold only 26 percent of the management posts; men make up 38 percent of the work force and hold 74 percent of the managerial posts. Many women get locked into lower and middle management. Schetlin (1975) called for a redirection of effort towards achieving *equity* for men and women rather than *equality* between men and women.

The pages of the popular press are frequented by interviews with women who have succeeded. Some executive women have indicated that they are "legatees of the women's movement," as Joan Manley stated in an interview with the *Los Angeles Times* (April 8, 1979). Starting as secretary to the head of Doubleday twenty years ago, she followed her supervisor to the book division of Time, Inc. in 1961. When he left as publisher in 1970, she was appointed. Since then she has moved through the ranks, achieving a position on the board of directors in 1978. However, if she is to become head of this vast corporation, her former supervisor has said that she will have to begin to associate herself with corporate activities other than book publishing to put herself "in the running." Even at the top, it would appear, there are still more techniques for women to discover and role models to follow.

USING ROLE MODELS, LINKAGES, NETWORKS, "OLD GIRL" SYSTEMS, AND MENTORS

Until recently, role models for professional and managerial women were rare and/or virtually invisible. Aside from the movie role models of the past (e.g., Joan Crawford or Rosalind Russell, whose business successes inevitably were accompanied by social and personal disasters as mandated by Hollywood's strict adherence to male/female role stereotypes), there has existed almost no visibility for high status women executives after whom a working woman could pattern her aspirations. Some successful daughters or wives of tycoons inherited the mantles of success along with their relatives' business empires. But they were rare and few.

Business Week Magazine (1977a) reported that women directors of major corporations total an estimated 400 today, and the list is lengthening steadily as companies respond to government

pressures and their own changing attitudes. While 400 women directors may seem like a large number this represents only 2.7 percent of the 15,000 directorships of major corporations. At the current rate, it will take many years for numbers of women to achieve a significant influence on corporate boards. Nevertheless, women on these boards are strong role models. Many maintain family lives with husbands and children as well as careers of their own in law, government, education, industry, and communications. Most feel an obligation to do well in all aspects of their lives and to create networks (linkages) for women to follow.

Connecticut's first woman Governor, Ella Grasso, reflected on this when she stated, "the fate of other women is riding with me so I'm even more determined to do the best I can." (Kaye, 1976, p. 36) Many of the women interviewed in that same article (*Mainliner*, 1976) are aware of their status as role models. They also state that they make extra efforts to be accessible to women who would follow in their footsteps. Currently, they are the best available alternative to traditional counselors. They constitute a great resource because they have traversed the ground to be covered and are willing and able to advise other women.

Echternacht and Hussein (1974) suggested appointing local women managers to part-time faculty posts in business schools as a method of utilizing more women in staff positions. This suggestion would increase the needed role models for students. A statewide seminar held in California had similar goals (*Connections*, 1977). The seminar included such issues as "Administrative Skills and Styles," "Professional Development," and "Living with Crises in Higher Education." Coping strategies to deal with institutional barriers and the identification of mentors of both sexes within the field also were top priorities.

A number of sources have agreed in substance that, for a woman, finding a mentor is of primary importance. Merkin (1977) emphasized that it is important that the mentor have the self-confidence to convey authority to the protegee. She also felt that finding a mentor may be more important for a woman than for a man, partly because women have been excluded from "social slots" through which contacts traditionally are made. A mentor also acts as a "translator", that is, someone who can tell what a high level person is

"really" saying (by way of body language or implication, for example). Women may find difficulty in achieving a protegee/mentor relationship because of a perceived lack of commitment. A mentor expects some return on investment, either by seeing a person advance in a career or in the knowledge that continuity of leadership in the organization is assured. If a potential mentor doubts a woman's commitment to a career, that person is not likely to spend a great deal of energy teaching her. The mentor would not likely identify her as someone who eventually will become his/her successor.

While still in college a woman should begin searching for a mentor -- either a professor or a person working in the profession she intends to enter. Barnard College in New York City has established an "Old Girl" network with an internship program designed to match a student with someone in the field the student wants to enter. The preceptors were Barnard alumnae in medicine or law. The program has been expanded to include both male and female mentors in diverse professions. Some forward-looking secondary schools also have developed programs along these lines. Beverly Hills (California) High School has a Community Intern program which matches male and female students with business, industry, and technological organizations in Los Angeles. It gives course credit and a semester of experience in the field to early achievers.

One of the pitfalls of the male/female mentor/protegee relationship is cited by both Merkin (1977) and by Sheehy (1976) in her book, *Passages*. Sheehy indicated that male mentors may try to impede the female protegee's development in order to keep her from outgrowing him. Merkin advised handling a love/mentor relationship warily, especially if the feeling is mutual. Many professionals flatly advise against any kind of personal relationship in business. Professionals are advised to be just that -- professional -- at all times. King and Levine (1979) warned that sex has no place in business. They give a well-defined reason, namely, that sexual relationships carry the potential of pressure and confusion. Since business relationships also carry that potential, "a double dose" is not recommended.

Even without that additional kind of pressure, Merkin (1977) warned that ultimately the mentor/protegee relationship must change or end. A successful protegee will overcome

dependency on the mentor and begin to deal with him or her as an equal. Hennig and Jardim (1977) interviewed twenty-five women who "made it to the top". Those who continued to depend upon their mentors did not move beyond middle management, and eventually their mentors dropped them.

A survey by a task force of the American Psychological Association (*Lack of Role Models...*, 1978) reported that women enrolled in graduate psychology programs suffer from a lack of role models. Even though there are a greater number of females going into academia, the increase is greater for female students than female faculty. The female role model is still underrepresented.

Nieboer (1975) concluded that role models, or identification models of behavior, are essential for the development of self-concept. Nieboer cited two studies to support the importance of having role models: one which found that educators can affect the self-concepts of their students by providing modeling agents of behavior, and one which found that occupational aspiration levels of women college freshmen were raised significantly by being exposed to videotaped interviews with female career role models.

In commenting upon the perceptions of women about what is possible for them, Terborg, (1976) pointed out that (1) people will choose careers which are consistent with their beliefs about themselves, and (2) the existence of a "male managerial model" perpetuates societal norms that women cannot be successful in management. He concluded that women as a group have a self-image which is not consistent with that assumed necessary for management. However, studies by Almquist and Vogel et al. (Terborg, 1976) suggest that women choosing "male" careers were raised in families where the mother worked full-time and where sex-typed behaviors were *not* emphasized. Clearly, female managerial models can -- and are -- effectively changing the ways in which other women perceive themselves.

EDUCATIONAL PROGRAMS

Education is one of the most familiar tools used to provide access from one status set to another. Americans have long held the belief that education is the best resource for solving problems. (Unfortunately, we have discovered recently a number of social problems which seem to be less amenable to solution through education, as, for example, bias in its many forms which seems better handled through legislation.) Nonetheless, society continues to recommend training to those groups which seek entrance into the mainstream of work.

Accessibility to this training has been primarily through nontraditional units of the institutions where less formal field theory and documentation is required and greater risks are possible. Since much of this training has proven to be compensatory, much of the work has been different from traditional curricula. Women in these programs have identified their needs for practical and concentrated training. Institutions have been able to develop schedules and methods of providing the content and the processes to fill in the gaps. In this context, we should again stress that many of the new programs were planned by women for women.

The importance of continuing education for women is now widely known. Kreps (1971) reported that guidance offered through continuing education programs for the past two decades was the only assistance from the education world to women returning to work. For the working woman who wants to improve her educational status, even the most cursory investigation reveals a rich selection of choices.

The greatest strides currently being made in educating women for a wider scope in the working world seem to be occurring among women who already are working and in programs developed specifically for them by professional schools and in universities, extension departments, community colleges, professional organizations, and the industries themselves. Loring (1976b) devoted a chapter to continuing education as the entree to widening the range

of options. From all accounts, continuing one's education makes it possible to change conditions brought about by being underprepared, underexperienced, and undereducated. It also helps people to change careers, deal with their everyday personal and family problems, and work to improve the community and the environment.

Part-time students find a wide variety of offerings: day, evening, and week-end courses; off-campus external degree programs; courses for credit on television; adult education courses in enrichment, occupational training, etc.; conferences, workshops and seminars, and so on. Wells (1974), special assistant to the director of the Women's Bureau, U.S. Department of Labor, estimates that there are over 500 sources of programs for adult women. The growth of such activities may have doubled since she cited these figures in 1974.

The problems of financing education have been discussed frequently. Proposed federal legislation indicates that some greater support may be available to adults, either through tax benefits or access to basic educational opportunity grants. Professional associations have attempted to be a type of catalyst for achieving acceptance of these. However, it is far too soon to tell whether or not such efforts are adequate. Education and training have become controversial as women seek improvement by means of traditional sources for nontraditional activities.

The issues discussed below have been agreed upon by many of those who are most concerned with the various dimensions of education. Heading the list, of course, is management training, whether for business and industry, universities, or hospitals. While most of this training is non-credit or non-formal, the ways in which management training is carried out are numerous. General college curricula, on the other hand, have provided -- for both men and women -- information about women in the professions and managerial fields.

MANAGEMENT TRAINING

One of the prime complaints about management training programs, regardless of the sponsorship, is that they are focused by and for men. Aplander and Gutmann (1976) found that the

women in their study were more relationship-oriented than their male counterparts. They concluded that management training programs should be designed to allow women to capitalize on this characteristic and to learn how to use the relationship-oriented leadership style to best advantage. They could find no textbook available in management which could be classified as female oriented. To fill the gap, their program utilized journal articles and government pamphlets for information about the current situation of women in the business world.

Baron (1976) stated that because women in the past were not given the special educational advantages that were offered to men in like positions, they have much catching up to do. They need more exposure to management concepts than men do, simply because they have never been exposed before. Baron also calimed that women have as great a prejudice against other women as men do, and they need to know that "sisterhood" is, indeed, powerful if only to give moral support. However, Terborg (1976) noted that merely developing self-images consistent with management jobs does not guarantee women entry into those jobs.

In designing an in-house affirmative action program, the National Bank of Oregon in Portland (Matson, 1978) found that there was a significant difference between men and women who aspired to managerial positions. The difference was a business-related college education. This program focused on developing self-confidence, initiative, achievement motivation, and interpersonal skills. The Management Institute at Southern Oregon State College ("Management Styles of Women," 1978) described ongoing programs for women, including a new course for both men and women who want to learn how to tailor their resources to fit their career objectives and how to deal with conflict management skills.

Wood (1974) reviewed several management training courses and programs offered by colleges, universities, and private firms specifically for women. She found that many programs were designed to give women an alternative to enrichment programs conceived by men to meet men's needs. College and university programs of continuing education for women offer a wide variety of basic management courses as well as workshops in information storage and retrieval; functions of supervisors; principles of bookkeeping, budgeting, and accounting; and similar business techniques. Other workshops

designed to help women handle stereotyping and interpersonal conflicts on the job assist women to develop psychological resources while moving from subordinate to leadership roles. The length of time and commitment of the course vary widely, from one-day workshops to year-long series of classes. They teach skills ranging from decision-making to assertiveness training. A number of them are highly concentrated in such areas as financial planning, accounting, investment, memory training, problem-solving, and conducting group counseling seminars.

It is too early to expect systematic, long-term evaluations of these programs. However, some community college and continuing education programs have been scrutinized for actual commitment to effectiveness. Costick (1975) surveyed twenty-nine community colleges in Michigan and concluded that the curriculum itself, including most of the women's courses, was of a consciousness-raising nature with an inward orientation, rather than one which introduced women to methodology for penetrating such fields as business management and other nontraditional areas. Costick noted that budgets reported for women's programs and services ranged from zero to over $80,000 -- with most closer to zero. Twenty-one of the twenty-nine colleges indicated that no budget had been specifically earmarked for women's programs. Only three programs reported independent budgets. Other extension schools and departments in universities (e.g., University of California at Los Angeles and University of Southern California) find that their women's programs are most popular. For the past several years, management courses of all kinds are in demand, for both women and men.

Loring (1976) noted that affirmative action legislation is prompting industry and business to help women by offering training. Such training can upgrade an existing staff, is cheaper in the long run than hiring new people, and can serve as an inducement for new employees. She pointed out that the number two item on the eleven-point United States Women's Agenda, drawn up at the 1975 International Women's Year, was equal education and training (including enforcement of laws guaranteeing equal access to and treatment in educational, vocational, and athletic programs and facilities) and the elimination of sex-role, racial, and cultural stereotyping at every level of the educational system, including educational materials.

Private firms, such as the Self-Management Institute in Santa Monica which offers management training for women, have been proliferating recently. They offer seminars and workshops, and in some cases, also provide placement services. Careers for Women, Inc., in Los Angeles and New York, trains women for line positions in sales and marketing. With the current emphasis on affirmative action and the needs of "executive head-hunters" to find suitable women to fill positions, there is a rapid increase in such proprietary centers. Many provide excellent training; however, there is no way to evaluate their quality since each is licensed by the state (for business purposes only) and is not accredited as an educational institution.

As noted earlier, it is not yet possible to assess the success of the current educational opportunities for women in terms of how many managers and professionals they have helped to prepare. It is too early and there are, as yet, no formal studies to refer to. Gordon and Strober (1975) flatly stated at the time of their research that very few of today's top women executives are professionally trained managers. Whatever their potential in terms of creating new female managers, these educational activities have served a variety of functions: to meet affirmative action requirements for businesses and universities, to build a linkage system for women with similar interests, to provide a non-threatening environment for learning, to concentrate on a specific aspect of a topic, and to train in areas identified as useful or crucial for management of careers and personal life.

GENERAL COLLEGE PROGRAMS

In an attempt to upgrade their skills and to advance in their careers, women are turning to a variety of college-level programs to meet their specific needs. Hegyi (1978) noted that interest in part-time management programs particularly among women has "skyrocketed". The number of part-time management students (master's and doctor's level) increased from 31,630 in 1966 to 96,807 in 1976 -- a 206 percent increase. The number of full-time students increased during the same period by 145 percent. The motivation of full- and part-time students, according to Hegyi, is identical in many respects, that is, many who have prior experience have been working in a narrow function such as sales or marketing

and wish to advance to a higher level in their specialty or into general management.

Community colleges offer associate degree programs which may be applied toward a college or university degree. They offer non-credit community service programs that attempt to meet the needs of adults in their residential and work settings. They also offer compensatory programs as well as specialized vocational and technical programs in most college districts.

Most colleges and universities have enlarged their curricula by adding courses which deal with the accomplishments of women, e.g., Women in the Arts, Women in 18th Century Literature, Psychology of Women, etc. A course entitled "Men and Women in Society" at the University of Southern California has a semester enrollment of 150 undergraduate men and women. The courses are intended to increase awareness of women's achievement and potential and are designed to foster understanding and respect for the differences and aspirations of both sexes.

Encouraged by government and foundation funding and women's quest for more rewarding careers, many "special" programs have been developed. Majors in para-legal, occupational therapy, engineering, and compensatory courses in mathematics and the physical sciences flourish on an increasing number of campuses. Many efforts are being made to recruit women to enroll (through special programs and services) as a way of saving the institution in these times of diminishing college enrollments. Today, women constitute more than 50 percent of the total undergraduate enrollment of all college-level schools in the country. Yet they account for only 2 to 5 percent of the enrollment in professional schools. Data on enrollments are available from the National Center for Educational Statistics, professional associations, the Business and Professional Women's Foundation, American Association of University Women, and others. (See appendix.) Much research on the effectiveness of these special programs, however, remains to be done.

METHODOLOGY

Many institutions now recognize the College Level Education Program (CLEP), sponsored by the College Examination Board, as a method for women to validate their informal educational experiences and determine their proper placement when they return to college. CLEP has a nationwide network of over 800 centers that test in approximately forty college subjects. Some 1,500 colleges and universities award credit on the basis of these tests. The amount of credit allowable and minimum acceptable scores vary from school to school.

Many independent study programs are available. Some using video cassettes of course material for those who cannot attend classes. (Degree programs, via independent study, are hard to find.) Other alternatives are courses by television (credit and non-credit) sponsored by national networks and local stations. In the Los Angeles area, for example, the Southern California Community College TV Consortium, a cooperative enterprise of thirty-four community colleges, presents series for credit with no tuition charge for legal residents of California. Students view the programs, complete assignments, and may attend review meetings. Midterm and final examinations are taken at one of the cooperating colleges.

The options exist in both traditional and nontraditional settings. The flexibility of the offerings makes it possible -- and more convenient -- for working women to continue their education, upgrade their skills, and enhance their professional status.

FINANCING EDUCATION FOR
AND BY WOMEN

High costs present a barrier to some women who wish to further their education, especially single heads of household or married women with children. Other barriers include time spent away from home, transportation, child care costs, plus full tuition in institutions not supported by taxes.

Bengelsdorf (1974) described women's financial vulnerability and their unique financial problems. She urged women to press for more scholarships, reduced fees, low-cost loans, and support from their employers. The continuing lack of day care facilities simply adds to women's economic problems, both in seeking further education and in maintaining the career that education can presumably lead to.

For women already employed, many businesses and industries include in their benefits some form of educational assistance. Some pay entire costs for job-related courses; others pay up to 50 percent. Community colleges or continuing education departments of universities often will design special courses for industries where there is sufficient demand. There are also many inservice and on-the-job training programs that prove to be of benefit to both employee and employer. According to a 1974 survey by the Bureau of Labor Statistics, telephone and electric power companies planned and provided the greatest number of such programs for women. Frequently, their own employees are used as instructors (Loring, 1976b).

Wood (1974) stated that in 1974 almost 100 percent of the Self-Management Institute's students had their tuition paid by employers. UCLA Extension reports a similar finding in their business-oriented offerings. Barka (1978), reporting on the Career Lab offered by the National Council on Negro Women in New York City, indicated that most students are covered by tuition aid programs offered by their employers even though tuition is high ($80 per unit). The Simmons College program for women bankers (*Business Week*, 1977), with tuition fees ranging from $2,500 to $5,500 depending on varying factors, is paid for in the same manner. Employers pay either partial or complete costs including airfare to a summer seminar. Women in Management (1979) reported that thirty-five women responded to the Business and Professional Women/Sears Roebuck Foundation Business Loan Program. Of these, thirty-two were employed full-time. All were embarking upon an MBA program as a way of broadening careers, increasing salaries, and gaining job mobility.

In the last five years the Ford Foundation has awarded more than $20 million in grants to projects of direct concern to women. The largest recipient of foundation funds for education projects was the NOW Legal Defense and Education Fund, which has received $675,000 since 1975; $300,000 was given to the Women's Equity Action League, which filed the

first class-action, anti-discrimination suits against colleges and universities. The Woodrow Wilson National Fellowship Foundation established its nationwide program in 1974 to promote excellence in research on the roles women play in society. The Foundation's February, 1979 newsletter noted that there were at that time 276 women's studies programs in colleges in all but nine states, three-quarters of them in public institutions.

GOVERNMENT PROGRAMS

Various Equal Employment Opportunity reports (Gordon and Strober, 1975) concluded that women are still adversely affected by employment discrimination, even though significant gains have been registered in professional and technical fields. In an effort to help turn this situation around, a number of government agencies concerned with implementing affirmative action are actively involved in various programs. The General Services Administration has been funding a series of conferences to encourage women to become entrepreneurs in various enterprises. Early in 1979, the GSA in association with the University of Southern California's College of Continuing Education presented a conference on entrepreneurship to 2,000 women. Held in Los Angeles, this highly successful conference offered information, counseling, and assistance on a wide range of issues involved in starting and maintaining a private business enterprise.

Enterprising Women (1977) reported on the launching of the Women in Business Program sponsored by the Small Business Administration. The purpose of the program is to increase the number of women in small business and to increase women's ownership of small, profitable companies. The government agency planned to accomplish these goals by combining management assistance, financial assistance, advocacy, and help in securing federal contracts for goods and services. As part of the SBA lending authority, $100 million was appropriated for guaranteed loans to women for the first fiscal quarter of 1978. A series of seminars and conferences was planned throughout the country to acquaint women with this resource. According to the journal, women own or control only about 4.6 percent of the nation's businesses -- less than 1 percent of the country's gross receipts. The SBA's program is designed to increase this number. It hopes to encourage maximum use of existing resources

while focusing greater attention on women as successful owners/managers of small businesses.

PROFESSIONAL ORGANIZATIONS

Most professional organizations now have a section devoted to women's interests which include such topics as meeting peers, attending conferences, developing contacts, making successful job changes, and so on. These organizations have proven to be a strong network for providing information programs and mentor/protegee matches. Whether national or local, such organizations are resources for the career woman. Many offer scholarship programs and credit courses in affiliation with colleges and universities (such as the National Association of Bank Women and the Negro Women's Center for Education and Career Advancement previously mentioned). Women in Business, Women in Film, the National Association of Women Lawyers, and Women in Government are just a few of the organizations specifically devoted to the professional interests of women.

SUPPORT SYSTEMS

With all the counseling and preparation available, many women still cannot carry out functions of professional work without the necessary support systems. The life styles of professional people, compounded by expectations that professional women will continue to perform the traditional women's roles (i.e., wife and mother) have inevitably led to the recognition that additional support is needed if women are to have equity as they enter the professional work market. Assistance in child care, tuition scholarships, and legal services form the framework but not the totality of services needed. As part of the network of constant country-wide information conduits, women -- especially those already situated in influential positions -- must use their newly-emerging strength to establish the elements of support that are already available in other countries. The United States may be the only major country in the world that does not have a day care system as a matter of course, in spite of the continuing contributions of women to the

nation's GNP. Unfortunately, we may have to wait several years before enough women assume leadership positions to begin dealing effectively with the many problems that beset them in their quest for professional equality.

Part of the problem in providing support systems rests with the ambivalence relating to working women, especially in professional and managerial careers. It is far easier to gain support for the notion of helping poor, underprivileged, unrepresented women than it is to attract support for women whose achievement may contribute handsomely to the enterprise. Even legislation currently proposed for child care, loans, grants, scholarships, and tax reductions is still directed largely to low income women. Most middle class women find themselves disadvantaged in this regard.

At the same time, the costs of securing additional support are so high that many upwardly-mobile women find themselves unable to cope with the economic problems. In a time when the economy is certainly less than stable, it is understandable that additional large grants by government will be more difficult to obtain. We may need to exert more attention to the building of community awareness and support for private as well as public sources to assist the professional development of women, especially those in their younger years, in order to gain the benefits of their talents, capabilities, training, and experience for the good of all. Women attempting to achieve mobility in professional positions need the kind of support which has long been provided for young men as they make their way through management training programs of various kinds. The support of colleges and universities for young faculty members to write papers, conduct research, and edit journals is well-known and highly valued. That type of support must be supplemented as we recognize the special needs of women.

INFORMATION CENTERS

From the report on "Women in the American Economy" (1976), a number of relevant recommendations emerged. Concerning "informal" structures, the Southeastern American Assembly agreed that for women to be included in decision making, it is important to change attitudes and, even more important, to change behavior. Women should organize their own support systems to help overcome the psychological isolation which

many suffer when moving into positions usually held only by men. The report noted that women job seekers are impeded by lack of information about job opportunities and requirements. Employers (both public and private), labor organizations, educators (including counselors), and editors of in-house publications should emphasize women's access to career opportunities through news media, trade and professional journals, and community vehicles. Since that report appeared, we have witnessed a proliferation of just such networks and information systems. A number of newsletters published in widely-separated areas carry information to their own constituents. For example, the Council on Women's Education, in the fall of 1976 reported on workshops, training seminars, and programs for women, including "Organizing Your Own Business" (Temple University), "Strategies for Moving On Up: A Conference for Working Minority Women" (Pace University), a report on a library for Research on Women (University of Michigan), etc. In short, they cover the widest spectrum of interests, even as women's lives do.

CHILD CARE

Research on the day care needs of working women was one of the main issues in the Ford Foundation's selection of grant recipients for women's employment projects. Citing lack of adequate day care as the most common problem encountered by working mothers, whether they are lawyers or waitresses, the foundation has given the largest amount of money among its women's projects, $1.3 million, to the Day Care and Child Development Council of America. The Ford Foundation is also participating in a $2.9 million nationwide evaluation of day care. (*Los Angeles Times*, 1979c).

FINANCIAL AIDS

In addition to scholarship aid, tuition loans, and other educational financial assistance, new demands are being made. Women's financial vulnerability and their unique financial problems (e.g., housing, credit, and assistance with investments) need immediate attention and action.

PLACEMENT CENTERS

In addition to the placement activities provided by proprietary centers, the federal government provided some placement assistance through its Employment Development Division. Some colleges and universities have resource and testing centers. For higher echelon positions, however, there is not much help available. Executive search organizations, women's "networks" and, occasionally, career counseling centers can be useful. A number of books and publications give general information, but placement in the job of one's choice is most often up to the individual woman and her own resources.

FLEXIBLE TIME

Education, specialized training, and working through professional groups and associations are some ways of achieving professional mobility. There also are alternative patterns emerging that can help the career-oriented woman who prefers, for one reason or another, not to work full-time. In addition to part-time employment, government agencies are experimenting with the new notion of flexible time or "flexitime." According to this arrangement, workers have the option of working various "shifts" around a common core. Although little in the way of hard data is available at this time, current research in this area shows some promising results. Many of the benefits of part-time employment also seem to be true of "flexitime." There appears to be reduction in short-term absences, employees seem to settle down to work faster, and productivity increases. Several demonstration projects have shown that the same productivity can be achieved at higher levels of responsibility as well.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION

While affirmative action is the law of the land, fear is sometimes expressed that there will be a backlash threatening

to undo -- or at least cause serious setbacks to -- many of the gains women have made in recent years. Tamarkin (1978) indicated that in the past few years American industry has paid out more than $1 billion in back pay, promotions, and training for minorities and women. He noted that business is struggling with an avalanche of some 100 federal, state, and local laws and executive orders on equal employment and affirmative action. Employee grievances have been occurring at an annual rate of 100,000. A good part of the cost must be borne by consumers in the form of higher prices. He suggested that the time and money business is spending "locking horns" with the government could have been spent to better advantage building affirmative action programs. Sears Roebuck, has maintained an estimable loan program for women while at the same time facing affirmative action litigation in the courts. In effect, they "fired" the United States government, refusing to do any more business with them in order to highlight the complexity of multiple regulations and interpretations.

On another level, the National Women's Political Caucus is actively embarking on a political campaign aimed at training women for political office, lobbying for issues of interest to women, and working for the election and appointment of women to policy-making posts and the judiciary. Hence, women are gaining equality under the law and are assuming an increasingly powerful role in writing, administering, and interpreting our laws.

RECOMMENDATIONS

Having searched through the past dozen years for ways to improve their situation, women are eagerly awaiting the promised development of new methodology along the lines of flexible time, job sharing, longer vacations, four-day work weeks, and part-time work. Though each of these options has been tried to some degree in certain places, it seems that we may well reach the next century and still discover it difficult for women to hold top jobs in equal numbers to their representation in the work force. The availability of adequate child care arrangements and "long distance marriages" are trends that are making it possible for women to be

successful without paying an exorbitant personal price. Awareness of the necessity for continued professional readiness, plus persistent vigilance, can help women maintain their mobility even while family responsibilities keep them out of full-time professional careers during the early nurturant period.

Although the pace of progress is often discouragingly slow, some encouraging changes have taken place. In an article predicting future trends, *U.S. News and World Report* (October 15, 1979) included, not unexpectedly, a prediction that the median family income in the United States will rise 16 percent (excluding the inflation factor) by 1990. This projected increase, based on a two-income family norm, will bring the median family income to $46,000. While 60 percent of all American women are currently working, that figure will rise to 70 percent by 1990.

As women's representation in the work force increases, we are faced with the need to establish priorities in using our national resources in terms of both material and personnel. It is in anticipation of the difficulties that lie ahead in establishing these priorities that the following recommendations have been formulated:

1. Greater recognition of the interrelationships of forces which contribute to the preparation of women is needed. Social, economic, and political actions by government and other groups are directly responsible for the degree and types of systems and resources available to women.

2. Realities of daily decision-making, established patterns of organizations, pragmatic power alignments, and the history of women's attempts to produce change all need further data collection and analysis.

3. Access to information regarding the various topics listed above must be increased manifold if the ways in which women prepare themselves are ever to be more efficient and effective.

4. Since the preparation of women to participate in professional and managerial positions implies greater participation by women in the world of work, research is needed in multiple ways to accomplish this goal.

5. The educational preparation of professional and managerial women should be expanded even though the costs are higher due to the substantially smaller number of women affected. The benefits derived from improving the situation of the few at the top accrue all along the economic line so that unskilled and semi-skilled women also will share in the increased power which begins (as always) at the source.

6. Accommodation to this period of transition in providing access for more women is necessary for men and women alike. Continued reevaluation of methods of accommodation is crucial to producing lasting change.

7. Examination of the availability of necessary support systems still reveals their paucity and highlights existing needs. Methods of resolving these continuing deficiencies still require systematic and coordinated development.

8. Regional clearinghouses available to careerists, providers of resources, and researchers would create an information base as to under-researched areas (an early-warning system) so that changes in work patterns could be dealt with on the practical level. This also would provide an awareness of regional variations in these areas.

As might be expected, these recommendations strongly urge that far more research, better validated and verified experimentation, and the hard kind of assessment which has been neglected for far too long be done in all areas. These recommendations will require a great deal of effort and economic support. All are, of course, in concert with the growth in women's expectations to improve their career options.

While many support the notion of helping the average-income or low-income woman, until we have greater representation at the top it will be difficult for women to move from the lower rung of the ladder where they now appear to be immobilized. Individuals and agencies should be encouraged to continue their efforts to improve and broaden the scope of preparation for women in professional and managerial careers, regardless of what political situations or economic conditions may develop in the future.

The challenge for all of us is to maintain and foster the heterogeneous nature of our society. The placement of women alongside of men all along the career ladder will be one remarkable source for maintaining such diversity.

APPENDIXES

PROFESSIONAL WOMEN'S GROUPS

MAY 1978

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
Marjorie Bell Chambers, Ph.D., President
2401 VIRGINIA AVE., NW
WASHINGTON, DC 20037
Helen B. Wolte, Ed.D., General Director

ACADEMY OF MANAGEMENT*
2700 Bay Area Blvd. Houston, TX 77058
President: Dr. Rosemary Pledger
Committee on the Status of Women in the Management Profession
Chair: Dr. Laurie Larwood, Claremont Men's College, Claremont, CA 91711

ADULT EDUCATION ASSOCIATIONS OF THE USA
810 18th St., NW, Suite 500
Washington, DC 20006 202/676-7036
Exec. Dir.: Dr. Linda S. Hartsock
Commission on the Status of Women
Chair: Ms. Marcie Boucouvalas, Dept. of Adult Education, Florida State Univ., Tallahassee, FL 32306 904/575-7101
Continuing Education for Women Committee
Chair: Dr. Joy K. Rice, Univ. of Wisconsin, Continuing Education Service, 432 N. Murray St., Madison, WI 53711 608/263-6960

AMERICAN ACADEMY OF RELIGION*
Women's Caucus - Religious Studies
Chairs: Ms. Barbara H. Andolsen, Dept. of Religion, Douglass College, Rutgers Univ., New Brunswick, NJ 08903 · 212/666-1202; Ms. Lilian Bozak, Dept. of Religious Studies, Molloy College, Rockville Centre, NY 11570 516/678-5000

---

*These groups offer one or more of these services regarding employment opportunities: a roster of women for employers seeking female applicants, listings of job openings in their newsletters, financial aid, and career information.

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION AND RECREATION*
Task Force on Equal Opportunity & Human Rights
1201 16th St., NW, Washington, DC
20036 202/833-5533
Contact: Ms. Marjorie Blaufarb

AMERICAN ANTHROPOLOGICAL ASSOCIATION*
1703 New Hampshire Ave., NW, Washington, DC
20009 202/232-8800
Exec. Dir.: Mr. Edward J. Lehman
Committee on the Status of Women in Anthropology
Chair: Ms. Ernestine Friedl, Dept. of Anthro., Duke University, Durham, NC 27706 919/684-6459

AMERICAN ASSOCIATION FOR HIGHER EDUCATION*
One Dupont Circle, Washington, DC 20036
202/293-6440
Women's Caucus
Coordinator: Ms. Otis Holloway Owens, IHERS-P.O. Box 6293, University, AL 35486
205/348-7770

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE*
Office of Opportunities in Science
1776 Massachusetts Avenue, NW, Washington, DC 20036
202/467-4496
Director: Dr. Janet W. Brown
Women's Caucus
Chair: Ms. Phyllis Kahn, Member, Minn. State Legislature, State Capital, St. Paul, MN 55155

AMERICAN ASSOCIATION OF IMMUNOLOGISTS*
9650 Rockville Pike, Bethesda, MD 20014
301/530-7178
Women and Minority Group Immunologists
Chair: Dr. Gail Theis, Dept. of Pathology, New York Medical College, Valhalla, NY 10595

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS*
Committee on the Status of Women in the Academic Profession
Dr. Lesley Francis Zimic, One Dupont Circle, Suite 500, Washington, DC 20006 202/466-8050
Chair: Prof. Mary Gray, Dept. of Math, American U., Washington, DC 20016

AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES*
Chair: Dr. Mildred Bulpitt, Dean of Continuing Education, Phoenix College Phoenix, AZ 85202 604/264-2492
Center for Women's Opportunities
One Dupont Circle, NW, Suite 410/AACJC
Washington, DC 20036 202/293-7050
Director: Ms. N. Carol Eliason

AMERICAN PHYSIOLOGICAL SOCIETY
9650 Rockville Pike, Bethesda, MD 20014
301/530-7164
Liaison: Ms. Mary Dettbrenner 301/530-7172
Task Force on Women in Physiology
Chair: Dr. Elizabeth Tidball, Dept. of Physiology, George Washington U., Washington, DE 20037
202/676-3559

AMERICAN POLITICAL SCIENCE ASSOCIATION*
1527 New Hampshire Ave., NW, Washington, DC 20036
202/483-2512
Committee on the Status of Women in the Profession
Chair: Dr. Mary L. Shanley, Dept. of Political Science, Vassar College, Poughkeepsie, NY 12601
914/452-7000 X2200

AMERICAN PSYCHIATRIC ASSOCIATION*
1700 18th St., NW, Washington, DC 20009
Contact: Jeanne Spurlock, M.D., Deputy Medical Director
Committee on Women
Chair: Elaine Hilberman, M.D., Dept. of Psychiatry, Univ. of N. Carolina, Chapel Hill, NC 27514
919/966-2127

AMERICAN PSYCHOLOGICAL ASSOCIATION*
1200 17th St., NW, Washington, DC 20036
202/833-7600
Committee on Women in Psychology
Staff Liaison: Dr. Nancy Felipe Russo 202/833-4908
Chair: Dr. Loraine Eyde 202/632-6037

AMERICAN PUBLIC HEALTH ASSOCIATION, INC.
1015 18th St., NW, Washington, DC 20036
202/467-5095
Staff Liaison: Ms. Shirlene V. Showell
Standing Committee of Women's Rights
Chair: Ms. Deborah Ann Lewis, 907 6th St., SW Apt. 607, Washington, DC 20024 202/245-6233
Women's Caucus

Chair: Ms. Allyson Schwartz, Elizabeth Blackwell Health Center for Women, 112 S. 16th St., Philadelphia, PA 19103

AMERICAN SOCIETY FOR CELL BIOLOGY*
Women in Cell Biology
Contact: Dr. Susan Goldhor
NS/Hampshire College, Amherst, MA 01002
413/256-0409

AMERICAN SOCIETY FOR MICROBIOLOGY*
1913 I St., NW, Washington, DC 20006
202/833-9680
Committee on the Status of Women Microbiologists
Chair: Dr. Jessie Price, 1906 Lewon Dr., Madison, WI 53711 608/274-3286

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION*
1225 Connecticut Ave., NW, Suite 300
Washington, DC 20036 202/785-3255
Staff Liaison: Mr. Levi A. Dawson
Committee on Women in Public Administration
Chair: Ms. Genevieve C. Sims, U.S. Civil Service Comm., Office of the Commissioner, 1900 E St. NW, Rm. 5315, Washington, DC 20415 202/632-6103

AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT*
One Dupont Circle, Suite 400, Washington, DC 20036 202/659-9588
Women's Caucus
Chair: Ms. Julie O'Mara, Response and Associates, 5979 Greenridge Rd., Suite 100, Castro Valley, CA 94546 415/582-7744

AMERICAN SOCIETY OF BIOLOGICAL CHEMISTS*
9650 Rockville Pike, Bethesda, MD 20014
301/530-7145
Committee on Equal Opportunities for Women
Chair: Dr. Ann E. Kaplan, National Institute of Health, Bg. 37-3B27, Bethesda, MD 20014
301/496-5688

AMERICAN SOCIETY OF PLANNING OFFICIALS
1313 E. 60th St., Chicago, IL 60647
312/947-2560
Women's Rights Committee (See American Institute of Planners)

AMERICAN SOCIOLOGICAL ASSOCIATION*
1722 N St., NW Washington, DC 20036
202/833-3411
Exec. Assoc.: Dr. Doris Wilkison
Committee on the Status of Women in Sociology
Chair: Ms. Joan G. Stelling, School of Nursing, McGill University, 3506 University St., Montreal, Quebec, Canada H3A 2A7

AMERICAN SPEECH AND HEARING ASSOCIATION*
10801 Rockville Pike, Rockville MD 20852
Contact: Dr. Irma K. Jeter, Dir. of Urban and Ethnic Program
Committee on the Equality of the Sexes
Chair: Dr. Judy K. Underwood, 1716 S. County Rd. #29, Loveland, CO 80537

AMERICAN STATISTICAL ASSOCIATION
806 15th St., NW, Washington, DC 20005
202/393-3253
Exec. Dir.: Dr. Fred C. Leone
Women's Caucus
Chair: Ms. Janet L. Norwood, Deputy Commissioner, Bureau of Labor Statistics, 414 G St., NW, Washington, DC 20212 202/523-1092
Committee on Women in Statistics
Chair: Dr. Richard C. Taeuber, Office of Technical Support & Statistics, OASPE-HEW, Washington, DC 20201 202/245-7515

AMERICAN STUDIES ASSOCIATION*
4025 Chestnut St., T7, U. of Penn., Philadelphia, PA 19104 215/243-5808
Exec.Sec.: Dr. Roberta K. Gladowski
Women's Committee
Coordinator: Dr. Joanna Schneider Zangrando, American Studies Program, Skidmore College, Saratoga Springs, NY 12866 518/585-5000 X278

AMERICAN WOMEN IN RADIO AND TELEVISION, INC.*
1321 Connecticut Ave., NW, Washington, DC 20016
202/296-0009
Exec. Dir.: Ms. Francine P. Proulx
Affirmative Action Committee
Chair: Ms. Jean Anwyll, Polaroid Corp., 549 Technology Sq., Cambridge, MA 02138
617/864-6000

ASSOCIATION FOR ASIAN STUDIES*
One Lane Hall, U. of Michigan, Ann Arbor, MI 48109 303/665-2490
Adm. Officer: Ms. Carol J. Johnson
Committee on the Role of Women in Asian Studies

ASSOCIATION FOR WOMEN IN MATHEMATICS
President: Dr. Lenore Blum, Dept. of Mathematics, Mills College, Oakland, CA 94613

ASSOCIATION FOR WOMEN IN PSYCHOLOGY
Contact: Ms. Cindy Villis, Dept. of Psychology, Southern Illinois University, Carbondale, IL 62901

ASSOCIATION FOR WOMEN IN SCIENCE*
1346 Connecticut Ave., NW, #1122, Washington, DC 20036 202/833-1998
President: Dr. Judith Ramaley

ASSOCIATION OF AMERICAN GEOGRAPHERS*
1710 16th St., NW,Washington, DC 20006
202/234-1450
Exec. Dir.: Dr. J. Nystrom
Committee on the Status of Women in Geography
Chair: Dean Phyllis Thompson, Thomas Jefferson College, Grand Valley State College, Allendale, MI 49401 616/895-6611 X164

ASSOCIATION OF AMERICAN LAW SCHOOLS*
One Dupont Circle, NW, Washington, DC 20036
202/296-8851
Section of Women in Legal Education
Chair: Prof. Nancy S. Erickson, N.Y. Law School, 57 Worth St., New York, NY 10013 212/966-3500

ASSOCIATION OF AMERICAN WOMEN DENTISTS*
435 N. Michigan Ave., 17th Fl., Chicago, IL 60611 312/644-0828
Exec. Dir.: Ms. Hattie Banbury

B'NAI B'RITH WOMEN
1640 Rhode Island Ave., NW, Washington, DC 20036 202/857-6600
Exec. Dir.: Ms. Edna J. Wolf
President: Ms. Evelyn Wasserstrom

CHURCH EMPLOYED WOMEN
475 Riverside Dr., Rm 1260, New York, NY 10027
212/870-2101
Chair: Ms. Betty Olley, First Presbyterian Church, Monticellus, NY 13108

COLLEGE ART ASSOCIATION OF AMERICA*
Committee on the Status of Women in the Profession
15 E. 52 St., New York, NY 10022 212/755-3532
Exec. Sec.: Ms. Rose R. Weil
Chair: Prof. Sheila McNally, U. of Minnesota, Minneapolis, MN 55455 612/373-2872

COLLEGE MUSIC SOCIETY*
Dept. of Music, University of New York, Binghamton, NY 13901
Exec. Sec.: Mr. Craig Short
Committee on the Status of Women
Chair: Prof. Adrienne Fried Block, College of Staten Island, 130 Stuyvesant Place, Staten Island, NY 10301 212/720-3130

THE COORDINATING COMMITTEE ON WOMEN IN THE HISTORICAL PROFESSION--CONFERENCE GROUP ON WOMEN'S HISTORY*
Exec. Sec.: Ms. Jordy Bell, 6 N. Highland Pl., Croton-on-Hudson, NY 10520 914/271-4868
Chair: Ms. Joan Hoff Wilson (CCWHP), Dept. of History, Arizona State University, Tempe, AZ 85281; Ms. Hilda Smith (CCWHP), Dept. of History, U. of Maryland, College Park, MD 20742

FEDERALLY EMPLOYED WOMEN*
National Press Bldg., #485, Washington, DC 20045 202/638-4404
Exec. Dir.: Ms. Daisy B. Fields

FEDERATION OF ORGANIZATIONS FOR PROFESSIONAL WOMEN
2000 P St., NW, #403, Washington, DC 20036
202/466-3544
Exec. Dir.: Donna Devall
President: Dr. Marie M. Cassidy, 2300 I St., NW, Ross Hall, Washington, DC 20037 202/676-3552

FEMINIST LAW STUDENTS ASSOCIATION*
U. of Santa Clara School of Law, Santa Clara, CA 95053
Contact: Ms. Dee Goodman, 1492 W. Hedding, San Jose, CA 95126 408/247-7913

LATIN AMERICAN STUDIES ASSOCIATION*
President: Prof. Riordan Roett, SAIS-Johns Hopkins University, 1740 Massachusetts Ave., NW, Washington, DC 20036
Committee on Women
Chair: Prof. Jane Jaquette, 624 23rd St., Santa Monica, CA 90402

LINGUISTIC SOCIETY OF AMERICA
1161 N. Kent St., Arlington, VA 22209
703/528-2314
Committee on the Status of Women in Linguistics
Chair: Dr. Ellen F. Prince, Dept. of Linguistics, U. of Penn., Philadelphia, PA 19174

MODERN LANGUAGE ASSOCIATION*
62 Fifth Ave., New York, NY 10011
Commission on the Status of Women in the Profession
Staff Liaison: Ms. Cheryl Hurley
Co-Chairs: Ms. Barbara Smith and Ms. Domna C. Stanton

NATIONAL ASSOCIATION FOR FEMALE EXECUTIVES*
32 E. 39th St., New York, NY 10016 212/988-3726
Exec. Dir.: Ms. Wendy Rue

NATIONAL ASSOCIATION FOR WOMEN DEANS, ADMINISTRATORS, AND COUNSELORS*
1029 Connecticut Ave., NW, Washington, DC 20036
202/659-9330
Exec. Dir.: Ms. Joan M. McCall

NATIONAL ASSOCIATION OF BANK WOMEN*
111 E. Wacker Dr., Chicago, IL 60601
312/644-6610
Exec. Manager: Ms. Sharon Pierce

NATIONAL ASSOCIATION OF MEDIA WOMEN*
157 W. 126 St., New York, NY 10027
212/666-1320 or 666-9474
President: Ms. Xernona Clayton Brady

NATIONAL ASSOCIATION OF SOCIAL WORKERS*
1425 H St., NW, Washington, DC 20005
202/628-6800
Staff Associate: Ms. Sandra Match
National Committee on Women's Issues
Chair: Ms. Betty Johnson, 1901 Prospect Ave., Apt. 704, Milwaukee, WI 53202 414/289-0550

NATIONAL ASSOCIATION OF WOMEN LAWYERS*
American Bar Center, 1155 E. 60 St., Chicago, IL 60637
Exec. Sec.: Ms. Alfredo Rockwood
President: Ms. Miriam G. Newman, 225 W. 34th St., New York, NY 10001 212/736-2113

THE NATIONAL CHAMBER OF COMMERCE FOR WOMEN, INC.*
1623 Connecticut Ave., NW, Washington, DC 20009
202/332-7850
Board Member: Ms. Connie Arnold
"Household Risk Management, Jobs, and Business Service for Women" Action Committee
Chair: Ms. Elizabeth McCorkle

NATIONAL COUNCIL FOR THE SOCIAL STUDIES*
1515 Wilson Blvd., Arlington, VA 22209
Advisory Committee on Sexism and Social Justice
Chair: Ms. Loretta Carney, 14 Circle Lane, Albany, NY 12203 518/474-1548

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION*
1815 Ft. Myer Dr. N., Arlington, VA 22209
703/528-6111
Exec. Dir.: Ms. Josephine P. Coiner
Committee on the Status of Women
Chair: Ms. Barbara Sizemore

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 Kenyon Rd., Urbana, IL 61801 217/328-3870
Women's Committee
Chair: Ms. Lallie Coy, Triton College, 2000 Fifth Ave., River Grove, IL 60171

NATIONAL COUNCIL ON FAMILY RELATIONS*
Task Force on Women's Rights and Responsibilities
Chair: Dr. Rose M. Somerville, Dept. of Sociology, San Diego State U., San Diego, CA 92182

NATIONAL DENTAL ASSOCIATION*
734 15th St., NW, Suite 500, Washington, DC 20005
Exec. Dir.: Mr. Ford T. Johnson, Jr.
Auxiliary
President: Ms. Myrtle L. Moore, 4546 Circle View Blvd., Los Angeles, CA 90043

NATIONAL EDUCATION ASSOCIATION
1201 16th St., NW, Washington, DC 20036
202/833-4000
President: Mr. John Ryor
Women's Caucus
Contact: Ms. Janetta Richardson

NATIONAL RECREATION AND PARK ASSOCIATION
Office of Women's and Minority Programs
1601 N. Kent St., Arlington, VA 22209
703/525-0606

NATIONAL UNIVERSITY EXTENSION ASSOCIATION*
One Dupont Circle, Suite 360, Washington, DC
20036 202/659-3130
Exec. Dir.: Dr. Lloyd H. Davis
Division of Women's Education
Chair: Ms. Charlotte Tatro, Director, Institute for Women, Florida International Univ., Tamiami Trail, Miami, FL 33144
Concerns of Women Committee
Chair: Ms. Peggy Houston, Extension Program Specialist, Univ. of Iowa, C-108 E. Hall, Iowa City, IA 52240

NUCLEAR ENERGY WOMEN*
Director: Ms. Angelina S. Howard, Energy Information, Duke Power Co., P.O. Box 2178, Charlotte, NC 28242 704/373-8138

ORGANIZATION OF AMERICAN HISTORIANS*
112 N. Bryan St., Bloomington, IN 47401
Exec. Sec.: Mr. Richard Kirkendau
Committee on the Status of Women in the Profession
Chair: Ms. D'Ann Campbell, Newberry Library
60 W. Walton, Chicago, IL 60610 313/861-0618

POPULATION ASSOCIATION OF AMERICA*
P.O. Box 14182, Benjamin Franklin Station,
Washington, DC 20044 202/393-3253
Women's Caucus
Chair: Ms. Katherine Darabi, Center for Population and Family Health

PUBLIC RELATIONS SOCIETY OF AMERICA
845 Third Ave. New York, NY 10022 212/826-1761
Contact: Ms. Rea W. Smith

SOCIETY FOR WOMEN IN PHILOSOPHY
Chair: Dr. Maryellen Macguigan, 2020 Willistead Crescent, Windsor, Ontario, Canada N86 1K5

SOCIETY OF AMERICAN ARCHIVISTS*
P.O. Box 8198, UICC Library, Chicago, IL 60680
Exec. Dir.: Ms. Ann Morgan Campbell
Committee on the Status of Women in the Archival Profession

Chair: Ms. Eleanor McKay, Memphis State Univ., Briston Library Special Collections Dept., Memphis, TN 38152 901/454-2210

SOCIETY OF WOMEN ENGINEERS*
United Engineering Center, Rm. 305, 345 E. 47nd St., New York, NY 10017
Exec. Sec.: Ms. Inez Van Vranken 212/644-7855
President: Ms. Arminta J. Harness, 1928 Forest Ave., Richland, WA 99352

SOCIOLOGISTS FOR WOMEN IN SOCIETY*
President: Prof. Nona Glazer, Socio. POB 751, Portland State U., Portland, OR 97207 503/229-3926

SPEECH COMMUNICATION ASSOCIATION
5202 Leesburg Pike, Falls Church, VA 22041 703/379-1888
Assoc. Exec. Sec.: Dr. Barbara Lieb-Brilhart
Women's Caucus
Chairs: Dr. Barbara Eakins, 6800 E. National Rd., S. Charleston, OH 45368 513/324-4926; Dr. Fran Hassencahll, Speech Dept., Old Dominion Univ., Norfolk, VA 23508

UNITED PRESBYTERIAN CHURCH IN THE USA
Council on Women and the Church
Associate: Dr. Elizabeth H. Verdesi, Rm. 1149, 475 Riverside Dr., New York, NY 10027 212/870-2019
Chair: Rev. Elizabeth Massie, 2687 42nd Ave., San Francisco, CA 94116 514-664-5335

WOMEN EDUCATORS*
Coordinator; Dr. Patricia B. Campbell, P.O. Box 218, Red Bank, NY 07701 201/542-2448

WOMEN IN ARCHITECTURE, LANDSCAPE ARCHITECTURE, AND PLANNING*
Contact: Ms. Jackie Masloff, c/o Boston Architectural Center, 320 Newberry St., Boston, MA 02115 617/734-9135

WOMEN IN COMMUNICATIONS, INC.*
Exec. Dir.: Ms. Mary E. Utting, P.O. Box 9561, Austin, TX 78766 512/345-8922

WOMEN IN SCIENCE AND ENGINEERING*
Contact: Dr. Miriam Schweber, 22 Turning Mill Rd., Lexington, MA 02173 617/682-9251

WOMEN'S CAUCUS FOR ART*
President: Ms. Lee Ann Miller, Dept. of Art and Art History, U. of Missouri-Kansas City, Kansas City, MO 64110
Affirmative Action Committee
Chair: Ms. Mary Fifield, 2336 Cherry Hill Dr., Apt. B-6, Springfield, IL 62704

WOMEN'S CAUCUS FOR POLITICAL SCIENCE*
President: Dr. Susan J. Tolchin, Mt. Vernon College, 2100 Foxhall Rd., Washington, DC 20007 202/331-3418

WOMEN'S CAUCUS FOR THE MODERN LANGUAGES
Chair: Ms.Helen Batchelor, Special Asst. to the Chancellor, Univ. of Wisconsin, Milwaukee, WI 53201 414/963-5923

WOMEN'S CLASSICAL CAUCUS*
Chair: Prof Sarah B. Pomeroy, Hunter College, Box 126A, 695 Park Ave., New York, NY 10021 212/570-5217

WOMEN'S VETERINARY MEDICAL ASSOCIATION
President: Dr. Donna den Boer, 29500 Heathercliff Rd., Malibu, CA 90265

WOMEN WORKING IN CONSTRUCTION*
Contact: Ms. E. Howard, 1854 Wyoming Ave., NW, Washington, DC 20009 202/638-4868 or 820-2982

****
FOR FURTHER INFORMATION CONTACT:

Dr. Suzanne Howard
Assistant Director of Program Education
AAUW, 2401 Virginia Ave., NW
Washington, DC 20037 202/785-7750
****

SUMMARY OF
THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)
SURVEY ON STATUS OF WOMEN
IN HIGHER EDUCATION

Background: The American Association of University Women undertook a survey on the status of women in higher education to determine the progress that women have made since its earlier status report in 1970 and since the advent of affirmative action and equal opportunity laws.

This survey of 600 four-year colleges and universities is the most comprehensive study on the status of women in academe. It provides data on trends and new programs and practices initiated by institutions in response to legislation and pressure by feminists.

The research was undertaken by Dr. Suzanne Howard, AAUW Assistant Director of Programs.

AAUW has provided a support system for women on campuses since its founding in 1882. The Association's work on behalf of equal opportunities for women in higher education is an ongoing commitment.

Survey Sample: The sample represents a cross-section of institutions which vary by geographical location,

size, institutional control, and composition of the student body. There are about 1900 four-year accredited higher education institutions in the U.S. This sample represents about 31.5%.

MAJOR FINDINGS OF THE SURVEY

Women in higher education are far from achieving equal status with men despite six years of affirmative action, Title IX and equal opportunity laws. These facts are verified by data gathered in a study of nearly 600 colleges and universities conducted by the American Association of University Women.

While there have been slight gains, the AAUW study found that inequalities in power and resources persist.

Sex disparities identified by the study provide strong evidence that discriminatory practices continue.

While there is evidence that many colleges and universities are attempting to comply with Title IX, primarily in the area of athletics, they are slower to adopt programs which prevent recurrence of discrimination.

Antagonistic attitudes within the university community, the study reveals, are the most significant obstacle to equity for women. Colleges also listed societal attitudes and economic factors such as retrenchment, lack of funds and other resources as important barriers.

Legislation is seen as the most effective force in reducing sex discrimination. Colleges also listed commitment of university administrators, education programs for women, and campus advisory groups on women as effective in improving conditions for women.

Major research findings are outlined below.

Women in Administration

--Though the proportion of women in top-level administrative posts has increased slightly, women are still underrepresented in these positions.

As shown by the figures below, relatively few women occupy the top administrative posts.

	% of women	% change since 1973-74
President	6%	NO gain
Chief academic officer	12%	3% increase
Chief business officer	5%	NO gain
Chief development officer	8%	2% increase

--As was true in the 1970 study, more women hold positions as student health director, counselor, librarian, personnel director, and now EEO officer, and other positions related to student services and external affairs.

Women as Deans

--Women hold 18% of all deanships but one-third of the institutions have NO women in deanships.

Women as Faculty

--25% of full-time faculty are women. This is NO increase from the 1970 national statistic which was also 25%.

--The following data show that women continue to be clustered in the lower professional ranks:

full professor	8%	instructor	49%
associate professor	16%	lecturer	37%
assistant professor	28%	non-teaching	43%

Tenure

--The number of faculty of both sexes receiving tenure has increased in spite of retrenchment and widespread discussion about abolishing the tenure system.

--The current study shows women hold 16.5% of all tenured positions, an increase of one-half percent from 1973 to 1976.

--Women hold 28% of tenured positions in colleges with less than 1,000 students but only 14% of tenured positions in colleges whose enrollment exceeds 10,000.

--Women outnumber men in part-time positions and as instructors and lecturers. Their upward mobility is limited since few institutions provide tenure for part-time positions or for the two lower ranks.

Women as Trustees

--The number of institutions without women trustees has dropped from 21% in 1970 to 12% today.

--79% of all college trustees are men.

--Women comprise more than half the trustees at only 38% of the women's colleges represented in the study.

--More women are found as trustees of small, private, and women's colleges.

Women in Student Leadership Positions

--Men students continue to predominate in the positions of power and influence--student body president, student court chairman, and student representative on the Board of Trustees. This is particularly true in the large, public co-educational institutions.

--The proportion of women students holding leadership positions increased slightly, but they are clustered in the less influential posts such as residence hall counselor and chairman of community relations.

--Small, private institutions and women's colleges offer women more opportunities for leadership.

Women as Commencement Speakers

--41% of the institutions having outside speakers did not invite a women speaker in the period 1973-76.

Women as Honorary Degree Recipients

--There has been an increase in the percentage of schools awarding honorary degrees to women in the period 1973-76, with 21% presenting an honorary to at least one woman in each of the years of that period.

--However, 36% of those conferring honorary degrees did not give one to a woman during 1973-76.

Programs, Services Meeting Needs of Women Students

--It is evident that administrators have responded to demands of feminists for flexibility in class schedules which facilitate entry and re-entry of women students and new courses to meet their needs.

--The study shows a greater proliferation on campus of credit and non-credit courses, lectures, seminars, workshops, and movies relating to women.

--The study registers a substantial increase since 1970 in the number of institutions offering such programs and services, with women's colleges and large, public coeducational institutions providing the most.

Child Care

--There has been a dramatic increase in the number of institutions offering child care services. Whereas only 5% offered services in 1970, this study found 33% now provide child care facilities.

Pregnancy and Other Health Care Policies

--The number of institutions accepting pregnant students in residence halls, providing birth control information and counseling, and granting childbearing leave to faculty women remains high and has increased since the 1970 study.

--Most institutions, however, have not adopted the more liberal policies of childbearing leave for men and women and fringe benefits with childbearing leave.

Nepotism

--The number of institutions abandoning antinepotism rules climbed from 65% in 1970 to 74% in 1976. (Antinepotism rules are detrimental to married women wanting to teach in the same institution at which their husbands are employed.)

--In spite of the increase in number of institutions discontinuing restrictive employment policies, there was a large drop of about 20% in the institutions employing husband-wife teams.

Shared Appointments

--Colleges are beginning to see the need for shared appointments. This study shows 11% of them offering appointments shared by two persons.

Recruitment Procedures

--Word-of-mouth recruitment is giving way to such policies as advertising in journals and newspapers and women on search committees as a result of affirmative action procedures.

AAUW RECOMMENDATIONS FOR REMEDIAL ACTION

AAUW President Dr. Marjorie Bell Chambers will appoint a Blue Ribbon Task Force for Women's Equity, comprised of outstanding leaders in higher education, to work with colleges and universities to implement the recommendations of the AAUW national study and to monitor progress.

RECOMMENDATIONS

1. Establish a committee or commission on the status of women responsible to the college president for monitoring, evaluating, and reporting progress in achieving equity for women, and to suggest elimination of policies and practices that act as barriers to equal participation of women.

2. Encourage women to consider administrative jobs and recommend candidates for positions in upper echelons of all university hierarchies.

3. Reevaluate requirements based on the premise that women need prior campus administrative experience to be appointed to top-level administration.

4. Provide financial support and staff for campus facilities, services, and programs that help women develop self-identity, evaluate their societal role, and acquire skills for the labor market.

5. Provide financial assistance, career and personal counseling, and child care facilities for all campus women.

6. Establish systematic collection of employment data to provide basis for reviewing and analyzing differential treatment.

7. Examine teacher training programs to eliminate all policies, practices, and curriculum materials that perpetuate stereotyping.

8. Initiate workshops, seminars, conferences, and meetings for administrators, faculty, staff, and students to broaden and deepen awareness of the problems of sex discrimination. Provide opportunities for participants to:

   --identify prejudicial attitudes and discriminatory practices by self and others to determine how to redirect such behavior;

   --understand federal and state equal opportunity laws and their enforcement from within the institution as an effective method for initiating changes in policies, programs, and practices which can lead to equity for women; and

   --develop leadership skills to work effectively to bring about desired changes.

REFERENCES

"About Women." *Los Angeles Times.* (April 22, 1979c): 14-15.

Aplander, G. and Gutmann, J. E. "Contents and Techniques of Management Development Programs for Women." *Personnel Journal.* (February, 1976). (EJ 130 678)

Bardwick, J. M. and Douvan, E. "When Women Work." *New Life Options: The Working Woman's Resource Book.* Edited by R. K. Loring and H. A. Otto. New York: McGraw-Hill Book Company, 1976.

Barka, C. "Career Training for the Upward Bound." *Women's Agenda.* 3 (1978): 11-12.

Baron, A. S. "Special Training Course for Women: Desirable or Not?" *Training and Development Journal.* (December, 1976). (EJ 149 857)

Bengelsdorf, W. *Women's Stake in Low Tuition.* Washington, D.C.: Association of State Colleges and Universities, 1974. (ED 096 933)

Connections. Newsletter of the Center for the Continuing Education of Women. Berkeley: University of California. (Spring, 1977).

"The Corporate Woman -- A Big Jump in the Ranks of Female Directors." *Business Week Magazine.* (January, 10, 1977a): 49-50.

Costick, R. *An Exploratory Study of the Developmental Processes of Continuing Education Programs.* Ph.D. Dissertation, E. Lansing: Michigan State University, 1975.

Echternacht, G. J. and Hussein, A. L. "Survey of Women Interested in Management." *Graduate Business Admission Council,* Brief number 10, 1974.

Endicott, F. S. *The Endicott Report, 1978.* Evanston, Illinois: The Placement Center, Northwestern University, 1977.

Etzioni, A. *Social Problems as Social Movements.* Edited by A. L. Mauss. Philadelphia: Lippincott, 1972.

Eyde, L. D. *Flexibility Thrcugh Part-Time Employment of Career Workers in the Public Service.* Washington, D.C.: U.S. Civil Service Commission, 1975.

Farmer, H. J. "Career Counseling." *Meeting Women's New Educational Needs.* Edited by C. Rose. San Francisco: Jossey-Bass, 1975.

Fowler, E. M. "Careers: Women MBA's Tell of Discrimination." *The New York Times.* (June 22, 1977.)

Goffman, E. *Presentation of Self in Everyday Life.* New York: Doubleday, 1959.

Gordon, F. and Strober, M. H. *Bringing Women into Management.* New York: McGraw-Hill Book Company, 1975. (ED 122 094)

Grant, L. "Here Come the MBA's." *Working Woman.* 2 (September, 1977).

Greco, B. *How to Get the Job That's Right for You.* Homewood, Illinois: Dow Jones - Irwin, 1975.

Harragan, B. L. *Games Mother Never Taught You --Corporate Gamesmanship for Women.* New York: Rawson Associates, 1977.

Hegyi, A. P. "MBA = Part-Time or Full-Time?" *Business World.* 11 (Spring, 1978).

Hennig, M. M. "Family Dynamics and the Successful Woman Executive." *Women and Success.* Edited by R. Kundsin. New York: Wm. Morrow and Co., 1974.

Horner, M. "Femininity and Successful Achievement: A Basic Inconsistency." *Roles Women Play.* Edited by M. H. Garskoff. Belmont, California: Brooks/Cole, 1971.

_____ and Jardim, A. *The Managerial Woman.* Garden City, New York: Ancha Press/Doubleday, 1977.

Kahne, H. "Employment Prospects and Academic Policies." *Women and Success.* Edited by R. Kundsin. New York: Wm. Morrow and Co., 1974.

Kaye, D. "The Woman Boss: Getting There is Only Half the Problem." *Mainliner Magazine.* (June, 1976).

King, D. and Levine, K. *The Best Way in the World for a Woman to Make Money.* New York: Rawson Wade Publishers, Inc., 1979.

Kreps, J. N. *Sex in the Marketplace: American Women at Work.* Policy Studies in Employment and Welfare number 11, Baltimore, Maryland: Johns Hopkins Press, 1971.

"Lack of Role Models Handicaps Female Graduate Students." *On Campus with Women Newsletter.* (March, 1978).

Lenz, E. "Women Working -- Opportunities Both New and Traditional." *New Life Options: The Working Woman's Resource Book.* Edited by R. K. Loring and H. A. Otto. New York: McGraw-Hill Book Co., 1976.

Loring, R. K. "Continuing Your Education: Widening Your Range of Options." *New Life Options: The Working Woman's Resource Book.* Edited by R. K. Loring and H. A. Otto. New York: McGraw-Hill Book Co., 1976a.

_____. "Next Steps Up: Women as Peers and Managers." *New Life Options: The Working Woman's Resource Book.* Edited by R. K. Loring and H. A. Otto. New York: McGraw-Hill Book Co., 1976b.

"Manager of Personnel." *Business World.* 4 (Spring, 1978).

Matson, P. C. "Bank's Criteria Could Only Be Met by a Tailor-Made Affirmative Action Program." *Banking Magazine.* 68 (1978): 46-47.

Merkin, A. "Choosing a Mentor." *Woman's Work.* 3 (1977).

Mitchell, J. S. *I Can Be Anything.* New York: College Entrance Examination Board, 1978.

Nieboer, N. A. "There is a Certain Kind of Woman." *The Journal of the National Association for Women Deans, Administrators, and Counselors.* 38 (1975).

Orth, C. D., III and Jacobs, F. "Women in Management: Patterns for Change." *Harvard Business Review.* (July-August, 1971).

"A Path Up for Women Bankers." *Business Week Magazine.* (June, 1977): 105.

Patterson, M. and Sells, L. "Women Dropouts from Higher Education." *Academic Women on the Move.* Edited by A. S. Rossi and A. Calderwood. New York: Russell Sage Foundation, 1973.

Robertson, W. "Women MBA's, Harvard '73: How They're Doing." *Fortune.* 98 (August 28 1978): 50-60.

Rosen, B. and Jerdee, T. H. "Sex Stereotyping in the Executive Suite." *Harvard Business Review.* (March-April, 1974).

Sandler, B. *Women's Centers: Where Are They?* Washington, D.C.: Association of American Colleges, 1975.

Schetlin, E. M. "Wonderland and Looking Glass: Women in Administration." *The Journal of the National Association for Women Deans, Administrators and Counselors.* 8 (1975).

Schlossberg, N. K. "The Right to be Wrong is Gone: Women in Academe." *Educational Record.* 35 (Fall, 1974): 257-263. (EJ 107 542)

Sheehy, G. *Passages: Predictable Crises of Adult Life.* New York: Dutton, 1976.

Southern Oregon State College. "Management Styles of Women." Ashland, Oregon, 1978.

"Special Issue on Women Professionals." *Enterprising Women.* 8 (April, 1977b): 1-3.

Tamarkin, B. "Is Equal Opportunity Turning Into a Witch Hunt?" *Forbes.* (May 29, 1978).

Terborg, J. R. "Integration of Women into Management Positions: A Research Review." Paper presented at the Annual Meeting of the American Psychological Association in Washington, D.C., September 6-7, 1976. (ED 132 708)

Tobias, S. *Overcoming Math Anxiety.* New York: W. W. Norton and Company, Inc., 1978.

"Tough Road for Women Executives." *Los Angeles Times.* (April 20, 1979b): 20.

"The View from the Ivy Tower." *Working Woman.* (August, 1979): 44.

"When Mothers Are Also Managers." *Business Week Magazine* (April 18, 1977): 155-158.

Williams, P. "The MBA Mystique Unraveled." *Business World.* 9 (August, 1975).

"Wistful View from the Corporate Heights: Woman Executive Discusses Success." *Los Angeles Times.* (April 8, 1979a): 20.

"Women in the American Economy." Paper presented at a conference of the Southeastern American Assembly in Miami, Florida, 1976.

Women in Management. "A Survey of Recipients of the BPW/ Sears Roebuck Foundation Loan Fund for Women in Graduate Business Studies." Washington, D.C.: Business and Professional Women's Foundation, 1979.

Wood, M. "Women's Work Redefined." *California Business.* (April 25, 1974).

Woodrow Wilson Fellowship Foundation. "News Release." Princeton, New Jersey: February 20, 1979.

U. S. Department of Commerce. Bureau of the Census. *Money Income in 1976 of Families and Persons in the United States*. Washington, D.C.: Government Printing Office, 1978.

U. S. Department of Labor, Bureau of Labor Statistics. *Employment and Earnings*. Washington, D.C.: Government Printing Office, January, 1979.

U. S. Department of Labor, Bureau of Labor Statistics. *Employment and Earnings*. Washington, D.C.: Government Printing Office, August, 1979.

U. S. News and World Report. (October 15, 1979): 58.